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ABSTRACT

The goal of the Drug Abuse Resistance Education (DARE) Program is to prevent drug abuse among school children, by targeting children at an age (K-6) when they are most receptive to drug prevention education and before they are likely to have been led by their peers to experiment with tobacco, alcohol, and other drugs. Project DARE seeks to prevent adolescent substance abuse, thuse reducing the demand side of drugs. DARE lessons focus on five points: (1) to provide students with skills for recognizing and resisting social pressures to experiment with alcohol, tobacco, and other drugs; (2) to enhance self-esteem; (3) to teach positive alternatives to substance use; (4) to develop skills in risk assessment and decision making; and (5) to build interpersonal and communications skills. Project DARE achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools. This description of DARE in North Carolina includes an account of the history of this program, nationally and in North Carolina; an outline of program goals, objectives, and evaluation results; program descriptions and lessons for specific grade levels; selection criteria, duties, and responsibilities of DARE officers; and explanations to principals, teachers, and parents about the program. (IAH)

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DRUG ABUSE RESISTANCE EDUCATION

Administrative Orientation

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ADMINISTRATIVE ORIENTATION

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AN INTRODUCTION TO PROJECT D.A.R.E.: DRUG ABUSE RESISTANCE EDUCATION

America has a drug problem.

It is a problem that exacts an enormous toll in human suffering, in the expenditure of public monies, and more importantly, in the enormous waste of human potential.

It is a festering problem whose solution has so far eluded us.

Despite urgent warnings from parents, educators, and the mass media, many of our nation's young people experiment with and use a variety of harmful substances, including tobacco, drugs, and alcohol. An annual survey of high school seniors conducted for the National Institute on Drug Abuse found that, in 1985, only 8 percent of students had never used alcohol, and only 31 percent had never smoked cigarettes. Over two thirds of those seniors reported the use of at least one illicit substance, with over one-half (54 percent) having used marijuana. Children as young as age 9 report that marijuana is "easy to get."

Until recently, law enforcement strategies have focused on the supply side of the drug problem, with millions of dollars spent each year to control the distribution and sale of illicit drugs. Despite the confiscation of tons of narcotics, and despite thousands of arrests, the drug trade continues to flourish.

Law enforcement experts now recognize that the problem of substance use must be addressed by stemming demand, especially among young people who might become tomorrow's drug users. A recent report issued by the Commission on Organized Crime concludes that the only way to significantly reduce the drug problem in the United States is through eliminating the demand for drugs.

School children must be educated to recognize the dangers of drug use and to resist both the subtle and the direct pressures on them to experiment with and use drugs.

ARRESTING DEMAND: THE DEVELOPMENT OF PROJECT D.A.R.E.

In 1983, Chief Daryl Gates of the Los Angeles Police Department (LAPD) recognized that, to prevent substance use among children, he would need the cooperation of the Los Angeles Unified School District (LAUSD). Under Chief Gates' direction, the LAPD collaborated with Dr. Harry Handler, Superintendent of LAUSD, to launch a prevention education program that utilizes law enforcement officers in elementary classrooms as regular instructors.

A review of existing substance use curricula by Dr. Ruth Rich, a health education specialist from LAUSD, showed that lessons concentrating on techniques for resisting peer pressure, on self-management skills (decision making, values clarification, and problem solving), and on alternatives to drug use appeared to have the greatest degree of success. These methods were incorporated into the D.A.R.E. curriculum, challenging students to consider the consequences of their actions and involving them in classroom exercises that gave them the opportunity to practice what they had learned. During Project D.A.R.E.'s first year, 1983-84, ten officers taught the new curriculum to more than 8,000 students in 50 Los Angeles elementary schools. Subsequently, the D.A.R.E. Program, which originally targeted fifth or sixth graders, was expanded to include a junior high curriculum and lessons for grades K-4.

Based on this success, Chief Gates invited other jurisdictions to send officers to Los Angeles for 80 hours of intensive D.A.R.E. training. Officers from all 50 states have now learned how to bring the D.A.R.E. curriculum to the children in their communities. Since that training began, D.A.R.E. has expanded throughout the United States and the world. The Bureau of Justice Assistance now provides grant funds for five regional training centers in the United States (Arizona, California, Illinois, North Carolina, and Virginia) to allow expansion of D.A.R.E. training.

There is a Spanish version and a Braille translation of the student workbook used in the classroom. Efforts are under way to develop strategies for teaching D.A.R.E. to hearing-impaired and other special needs students.

PROJECT D.A.R.E. NORTH CAROLINA: ITS EXPANSION

North Carolina began planning for the implementation of Project D.A.R.E. in November 1985. The North Carolina D.A.R.E. Board was established in November 1986, and now consists of representatives from state agencies, professional associations, parents, and the business community.

In January 1987, two SBI agents, from the Department of Justice and one ADD consultant from the Department of Public Instruction were trained at a two-week D.A.R.E. seminar in Los Angeles. The two SBI agents were later certified as Trainer of Trainers.

A comprehensive drug use survey was conducted in the spring of 1987 with 10,259 students in grades 7-12. This was the first statewide survey of its kind in the country to provide a solid foundation for the development of a comprehensive longitudinal evaluation of our D.A.R.E. Program.

The D.A.R.E. curriculum was subjected to a thorough field test in one elementary school in Raleigh. Pilot sites were selected for the fall of 1987.

As a result of favorable evaluation reports on the pilot sites and increasing demand for the Program statewide, the D.A.R.E. Board developed a program expansion policy. As a first step in the expansion, additional school systems were selected to begin the Program in the spring semester, 1988, with new officers trained by January, 1988. More systems began in the fall semester, 1988.

At the present, 97 school systems are participating in Project D.A.R.E., with new systems being added each semester. One hundred and fifty law enforcement departments have provided Project D.A.R.E. with 300 trained law enforcement officers, including four Marine Corps officers.

PROGRAM GOAL AND OBJECTIVES

Goal:

To prevent substance abuse among school children.

The D.A.R.E. Program targets children at an age when they are most receptive to drug prevention education and before they are likely to have been led by their peers to experiment with tobacco, alcohol and other drugs. Project D.A.R.E. seeks to prevent adolescent substance abuse, thus reducing the demand side of drugs. D.A.R.E. lessons focus on the following five points:

* To provide students with the skills for recognizing and resisting social pressures to experiment with alcohol, tobacco, and other drugs.

* To help enhance self-esteem.

* To teach positive alternatives to substance use.

* To develop skills in risk assessment and decision making.

* To build interpersonal and communications skills.

Project D.A.R.E. achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools.

An important by-product of Project D.A.R.E. is the impact made by uniformed law enforcement officers working in classrooms. These officers provide a positive role model for children in a non-threatening environment.

A PROGRAM THAT WORKS: EVALUATION RESULTS

Evaluations of Project D.A.R.E. reveal great enthusiasm for the Program among school principals and teachers who say that D.A.R.E. students are less accepting of substance use and better prepared to deal with peer pressure as a result of the D.A.R.E. lessons. Moreover, these educators find that, because D.A.R.E. students get to know police officers in a positive, nonpunitive role, they have a greater respect for both the law and law enforcement personnel. Beyond that, students receiving the D.A.R.E. curriculum in elementary school show greater improvement (compared with non D.A.R.E. students) in grades for work habits and cooperation during their first semester in junior high.

A short-term evaluation for the National Institute of Justice also demonstrates the impact of Project D.A.R.E. on the knowledge, attitudes, and self-reported behavior of seventh grade students who received D.A.R.E. in the sixth grade. These students, compared with those who had not had D.A.R.E., indicated significantly lower substance use since graduation from the sixth grade. Moreover, D.A.R.E. students, when asked to imagine friends pressuring them to use drugs or alcohol, were significantly less likely to indicate acceptance of the offer than were non D.A.R.E. students. D.A.R.E. students were also more likely to use effective refusal strategies emphasized by the D.A.R.E. curriculum.

In 1985, Los Angeles initiated a longitudinal study of D.A.R.E. and non D.A.R.E. students to assess the long-term impact of the Program on students' knowledge, attitudes, and self-reported drug use. Illinois has implemented a longitudinal study in 1990 assessing these areas in addition to tracking rural, urban and suburban students through their high school years.

In 1988, North Carolina conducted an evaluation of the effects of D.A.R.E. in a sample of fifth and sixth graders. Test results for students who received the D.A.R.E. Program were compared with results for students who did not. The comparison produced these findings:

- D.A.R.E. had "a significant positive impact" on student attitudes toward drugs so that they were more likely to view drug use and its consequences as undesirable.
- The program increased the students' level of assertiveness and thus, potentially, their abilities to say no to drugs.
- D.A.R.E. had a positive impact on students' abilities to recognize that the media portray beer and tobacco in an attractive light.
- Students exposed to D.A.R.E. were more likely to hold an accurate perception of what most other students believe about alcohol and drugs--that the use of those substances is undesirable.

PROGRAM DESCRIPTION

(GRADES 5-6)

Purpose

Project D.A.R.E. is a cooperative effort of the North Carolina Department of Justice and the North Carolina Department of Public Instruction to prevent drug abuse in children and youth. Traditional drug abuse programs dwell on the harmful effects of drugs. The program emphasis of Project D.A.R.E. is to help students recognize and resist the many subtle pressures that influence them to experiment with alcohol and marijuana. In addition, program strategies are planned to focus on feelings relating to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior.

The orientation manual for Project D.A.R.E. has been developed to assist school administrators, police administrators, and teachers in the planning and implementation of a program of drug abuse resistance education for students in grade 5 or 6.

Organization

The program content for Project D.A.R.E. is organized into seventeen 45- to 60-minute lessons to be conducted by a police officer with suggested extended activities to be taught by the regular classroom teacher.

The lessons will be conducted by a specially trained police officer who will be assigned to the school one day a week for one semester. The police officer will conduct the lessons in grade 5 or 6 on a weekly basis.

Peer Leadership Participation

Project D.A.R.E. offers a variety of activity-oriented techniques which are designed to encourage student-generated responses to problem-solving situations. An important element of Project D.A.R.E. is the use of student leaders who do not use drugs as positive role models in influencing younger students not to use drugs.

Culminating Activity

The last lesson of Project D.A.R.E. should be designed as a culminating assembly-type activity to which all classes involved in Project D.A.R.E. will be invited.

This event will provide an opportunity for recognition of the peer leaders, students and staff who participated in the program. The scheduling of an event of this nature requires the approval of the school principal.

PROGRAM DESCRIPTION

(GRADES K-4)

Purpose

D.A.R.E. (Drug Abuse Resistance Education) is a joint project of the North Carolina Department of Public Instruction and the North Carolina Department of Justice to prevent drug use in children and youth. The emphasis of Project D.A.R.E. is to help students recognize and resist the many pressures that influence them to experiment with alcohol and drugs. In addition, the project focuses on feelings related to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior.

Project D.A.R.E. offers a variety of activity-oriented techniques which are designed to encourage student-generated responses to problem-solving situations. The focus of drug abuse prevention for the primary and middle grades is that of drug safety. The particular emphasis of this instruction is on helping students become aware of the potential dangers in the misuse of any drug, medicine, or other substance. Also, there is recognition of the need at this level to help students develop awareness that alcohol and tobacco are drugs.

Organization

The program content for Project D.A.R.E. is organized into four lessons for grades K-2 and five lessons for grades 3-4. The lessons will be conducted by a specially trained police officer and may be reinforced by the regular classroom teacher through suggested extended activities.

D.A.R.E. LESSONS

(GRADES 5-6)

Introductory Lesson - To introduce the D.A.R.E. Programs to students.

1. *PRACTICES FOR PERSONAL SAFETY - The D.A.R.E. officer reviews common safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.

2. DRUG USE AND MISUSE - Students learn the harmful effects of drugs if they are misused, as depicted in a film, "Drugs and Your Amazing Mind."

3. CONSEQUENCES - The focus is on the consequences of using or choosing not to use alcohol, marijuana, and other drugs. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.

4. +RESISTING PRESSURES TO USE DRUGS - The D.A.R.E. officer explains different types of pressure that friends and others exert on students to get them to try alcohol and other drugs, ranging from friendly persuasion and teasing to threats.

5. RESISTANCE TECHNIQUES - WAYS TO SAY NO - Students rehearse the many ways of refusing to try alcohol or drugs--simply saying "no" and repeating it as often as necessary; changing the subject; walking or ignoring the person. They learn that they can avoid situations where they might be subjected to such pressure and can "hang around" with non-users.

6. *BUILDING SELF-ESTEEM - Poor self-esteem is one of the factors associated with drug misuse. How the students feel about themselves result from positive and negative feelings and experiences. They learn to see their own positive qualities and discover ways to compliment others.

7. ASSERTIVENESS - A RESPONSE STYLE - Students have certain rights to be themselves, to say what they think, to say no to offers of drugs. They must assert those rights confidently without also interfering with others' rights.

8. +*MANAGING STRESS WITHOUT TAKING DRUGS - Students learn to recognize sources of stress in their lives and to develop techniques for avoiding or relieving it, including exercise, deep breathing, and talking to others. Using drugs or alcohol to relieve stress causes new problems.

9. +*MEDIA INFLUENCES ON DRUG USE - The D.A.R.E. officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and pressure to conform.

10. DECISION MAKING AND RISK TAKING - Students learn the difference between bad risks and reasonable risks, how to recognize the choices they have, and how to make a decision that promotes their self-interests.

11. +ALTERNATIVES TO DRUG ABUSE - Drug and alcohol use are not the only way to have fun, to be accepted by peers, or to deal with feelings of anger or hurt.

12. *ROLE MODELING - Older student leaders and other positive role models that do not use drugs talk to younger students to clarify the misconception that drug users are in the majority.

13. +FORMING A SUPPORT SYSTEM - Students will be able to develop positive relationships with many different people in order to form a support system.

14. WAYS TO DEAL WITH PRESSURES FROM GANGS (optional) - To make students aware of the kinds of pressure they may encounter from gang members and to help them evaluate the consequences of the choices available to them.

15. +PROJECT D.A.R.E. SUMMARY - Helps students summarize and assess what they have learned from the program.

16. TAKING A STAND - Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student's "D.A.R.E. pledge."

17. CULMINATION (assembly) - In a school-wide assembly, planned in concert with school administrators, all students who participated in Project D.A.R.E. receive certificates of achievement.

*Suggested extended activities for the teacher.
+Homework

(SAMPLE)
D.A.R.E. SEMESTER SCHEDULE
Fall-Winter 19--

September 7-11	Introductions
September 14-18	Lesson 1
September 21-25	Lesson 2
September 28-October 2	Lesson 3
October 5-9	Lesson 4
October 12-16*	Lesson 5
October 19-23	Lesson 6
October 26-30	Lesson 7
November 2-6	Lesson 8
November 9-13*	Lesson 9
November 16-20	Lesson 10
November 23-27**	Makeup Days
November 30-December 4	Lesson 11
December 7-11	Lesson 12
December 14-18	Lesson 13
December 21-25**	Makeup Days
January 4-8	Lesson 14
January 11-15	Lesson 15
January 18-22*	Lesson 16
January 25-29	Lesson 17/ Culmination Week

* Four-day week
** Three-day week

NORTH CAROLINA D.A.R.E. PROGRAM

Criteria for Selection of D.A.R.E. Officers

An officer instructing in the North Carolina D.A.R.E. Program should be qualified in the following ways: He or she should:

1) Have at least two-year's experience as a sworn law enforcement officer.

2) Have earned at least an associate (two-year) degree from an accredited institution of higher learning.

3) Have demonstrated effective communication/teaching skills.

4) Have demonstrated a commitment to be involved with young people in constructive activity (for example, Scouts, Big Brother/Big Sister programs, other church/school/community groups).

5) Have demonstrated an attention to neatness and detail in personal appearance.

6) Have demonstrated effective writing skills.

7) Have demonstrated effective organizing skills.

8) Have demonstrated a desire to participate in the D.A.R.E. Program and to be involved in drug abuse prevention activity.

NORTH CAROLINA D.A.R.E. PROGRAM
Assurances Sheet

Assurances - The Local Education Agency assures the State Department of Public Instruction that:

a) The local education agency has the support and commitment from the local law enforcement agency to implement the D.A.R.E. Program as evidenced by a formal Letter of Support from law enforcement.

b) The Department of Justice and Department of Public Instruction will cover the full cost of officer training including lodging and meals.

c) The LEA & Local Law Enforcement Agency will implement the D.A.R.E. Program in its entirety using each of the 17 D.A.R.E. lessons.

d) The 17 D.A.R.E. lessons will be taught in the exit grade of the elementary school (fifth or sixth grade).

e) All trained D.A.R.E. officers will teach in at least one elementary school in the school semester immediately following the D.A.R.E. training they have attended.

f) The Department of Justice and Department of Public Instruction will cover the cost of classroom materials which includes the D.A.R.E. teacher workbooks, student materials, and other related classroom materials.

g) The local School Board of Education has formally approved and is in support of the program.

h) A commitment has been made to secure local resources to ensure the program will continue.

i) The LEA will keep such records and provide such information as may be required by the State Department of Public Instruction for process and outcome evaluation.

j) Each fifth and sixth grade classroom teacher whose students will receive D.A.R.E. instruction will participate in an orientation session to acquaint them with the concepts of D.A.R.E.

Signature for the Superintendent of the Local Education Agency

_____ _____
SIGNATURE/SCHOOL SYSTEM DATE

Signature for the Executive Officer of the Local Law Enforcement Agency

_____ _____
SIGNATURE/LAW ENFORCEMENT AGENCY DATE

Signature for the local School Board of Education Chairperson

_____ _____
SIGNATURE/SCHOOL BOARD DATE

PROJECT D.A.R.E. IN THE SCHOOL: A MESSAGE TO THE PRINCIPAL

Project D.A.R.E. provides:

- a uniformed, unarmed officer, carefully selected and specially trained, who will be on campus one-day-a-week for a semester.
- presentation of a 17-week curriculum to a maximum of four exit grade classes (grades 5 or 6). Each lesson requires 45-60 minutes of class time.
- presentation of visitation lessons to classes at other grade levels grades (K-4).
- a culmination assembly for students successfully completing the curriculum.
- a faculty awareness session (30-60 minutes).
- a parent education evening (2 hours).

You can help by:

- introducing the D.A.R.E. officer to your school.
- regarding the officer as an educator and faculty member. No law enforcement activities should be expected of the officer except in emergencies.
- coordinating the scheduling of class time with the D.A.R.E. officer.
- scheduling a faculty orientation meeting early in the semester.
- requiring regular classroom teachers to remain in the classroom during D.A.R.E. presentations.
- ensuring that the required classroom time is allotted for officer instruction.
- encouraging teachers to be partners in the D.A.R.E. Program through:
  - using the suggested extended activities to reinforce the D.A.R.E. curriculum throughout the week, incorporating D.A.R.E. vocabulary in spelling tests, assigning D.A.R.E.-related topics in writing exercises, and so on.
  - maintaining the D.A.R.E. question box in a prominent place in the classroom throughout the week so that students can submit questions at any time.
  - providing bulletin board space for the display of student D.A.R.E. work and other D.A.R.E. materials.
- giving the D.A.R.E. officer access to the playground and cafeteria for informal interaction with students.

- scheduling and publicizing the parent education meeting(s).
- providing the officer with a mailbox and school bulletins.
- providing space for the D.A.R.E. officer to store D.A.R.E. materials and to perform non-classroom activities associated with D.A.R.E.
- making available audiovisual equipment for D.A.R.E. presentations (parent meetings and one or two classroom lessons).

PROJECT D.A.R.E. IN THE SCHOOL: A MESSAGE TO THE TEACHER

Project D.A.R.E. (Drug Abuse Resistance Education) is a substance use prevention education program developed in Los Angeles to reduce the demand for drugs. It teaches elementary school children ways to say no to drugs and educates students about alternatives to drug use. The introduction of D.A.R.E. as one component of a comprehensive K-12 drug use prevention strategy is the result of an agreement between the superintendent of schools and the chief of police or sheriff in your community to join together in educating children about how to effectively resist peer pressure to experiment with drugs and alcohol. Your cooperation in this collaborative effort between education and law enforcement will enhance your school's substance use prevention activities.

This information packet will help to familiarize you with the scope and sequences of the D.A.R.E. lessons. It also contains suggestions for conducting extended activities.

The D.A.R.E. officers will teach one lesson per week to the fifth or sixth grade classes and may make scheduled visits to K-4 classes.

Please assist the D.A.R.E officers by doing the following:

- Remain in the classroom during the D.A.R.E. lesson.
- Have your class ready at the scheduled time for the D.A.R.E. lesson.
- Provide the D.A.R.E. officer with chalkboard space and occasional bulletin board space for display of students' work.
- Provide a place in the classroom to store the D.A.R.E. student notebooks.
- Keep the D.A.R.E. question box available to students.
- Collect D.A.R.E. homework.
- Use D.A.R.E. vocabulary in language arts activities for reinforcement.

D.A.R.E. OFFICER DUTIES AND RESPONSIBILITIES

Being a D.A.R.E. instructor is a demanding job. Duties do vary from area to area. However, the following summarizes the general description of a D.A.R.E. officer's responsibilities:

- teach D.A.R.E. core curriculum, spend time with students during recess and in the cafeteria, and participate in school activities such as assemblies and faculty meetings, etc.
- prepare teaching materials (e.g., lesson plans, student notebooks and handouts, visual aids) and guides for teachers' auxiliary classroom activities.
- maintain relations with school principals and other key school personnel.
- visit K-4 classes as time permits.
- prepare for and give presentations at faculty inservice meetings, parents' education evenings, PTA meetings, and community organization meetings.
- coordinate audiovisual equipment for classroom instruction, parent meetings, and public speaking engagements.
- schedule and coordinate culmination (D.A.R.E. student graduation) exercises and complete D.A.R.E. diplomas.
- participate in extracurricular activities such as Halloween festivities, holiday programs, and field trips.
- keep records of daily and monthly activities.
- attend inservice training sessions.

STUDENT REFERRAL PROCESS

Many schools are concerned that classroom discussions will prompt students to reveal substance use problems of their own or within their families. D.A.R.E. officers are instructed to take the same actions as any member of the faculty, generally referring such matters to the school principal. The D.A.R.E. officer is not a substance abuse counselor and will not be expected to function in that capacity.

Having a school-based or community-based counseling resource to which children and parents can be referred is essential for any school offering D.A.R.E.

INTRODUCTORY LETTER TO PARENTS

Dear Parent:

The prevention of substance use among school-age children is a major concern in our community, as it is elsewhere in the nation. To address this problem, the _____ Police Department/Sheriff's Department, in cooperation with the _____ School Board, is presenting a substance use prevention program entitled D.A.R.E. (Drug Abuse Resistance Education).

D.A.R.E. will be presented to fifth- or sixth-grade students one-day-a-week for 17 weeks by a uniformed officer who has been trained to teach this Program. The curriculum includes such topics as how to say no to peers, self-esteem, assertiveness, social influences contributing to the use of drugs, and positive alternatives to drug use. An abbreviated program will also be given to children in grades kindergarten through four. The officer teaching this class will also present a program for parents and will cooperate with parents to ensure that children are well-informed regarding the dangers of drug use.

We hope that you will share our enthusiasm for this exciting program. Please contact the principal if you have any questions.

(Signed)

FOR ADDITIONAL INFORMATION ABOUT D.A.R.E. CONTACT:

North Carolina Department of Public Instruction
Division of Student Services
Alcohol and Drug Defense Section
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Raleigh, North Carolina 27603-1712
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